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THE WHITE PLAINS RACIAL BALANCE PLAN.
WHITE PLAINS PUBLIC SCHOOLS, N.Y.

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WHITE PLAINS'S SCHOOL RACIAL BALANCE PLAN, IMPLEMENTED IN 1964 IN A CITY DISTRICT OF 8700 PUPILS, 17 PERCENT OF WHOM ARE NEGRO, IS STATISTICALLY ANALYZED AND EVALUATED IN THIS REPORT. TO ASSESS CHILDREN'S ACADEMIC ACHIEVEMENT, STANDARDIZED TEST SCORES FROM WHITE FIFTH GRADE STUDENTS WHO WERE IN THE THIRD GRADE OF THE INTEGRATED RECEIVING SCHOOLS IN 1964 (NEIGHBORHOOD GROUP) WERE COMPARED WITH SCORES FROM WHITE CHILDREN WHO WERE IN THIRD GRADE IN 1960, BEFORE THEIR SCHOOLS WERE INTEGRATED (CONTROL GROUP). THE NEIGHBORHOOD GROUP IN MANY RESPECTS SCORED AT A HIGHER ACHIEVEMENT LEVEL THEN DID THE CONTROL GROUP. ANOTHER TEST SCORE COMPARISON REVEALED THAT INNER CITY NEGRO CHILDREN WHO WERE IN THE FIRST GRADE IN 1964 ARE ACHIEVING SLIGHTLY BETTER IN THIRD GRADE, AFTER THREE YEARS OF INTEGRATION, THAN ARE NEGRO PUPILS WHO SPENT FIRST AND SECOND GRADES IN A SEGREGATED SCHOOL. EVALUATION OF THE BUSING PROGRAM INDICATES THAT THERE HAS BEEN NO EXODUS OF WHITE PUPILS FROM THE PUBLIC SCHOOL SYSTEM. APPROXIMATELY ONE-HALF OF ALL PARENTS WHO RESPONDED TO A QUESTIONNAIRE ON THE RACIAL BALANCE PLAN REPORTED HAVING OBSERVED POSITIVE EFFECTS RESULTING FROM INTEGRATION. FOURTEEN PERCENT OF THE RESPONDENTS REPORTED ONLY NEGATIVE EFFECTS. SLIGHTLY OVER FIVE PERCENT OF ALL PARENTS ASKED THAT THE BUSING BE DISCONTINUED. OF THE 201 TEACHERS (OUT OF A POSSIBLE 416) WHO RESPONDED TO THE TEACHER OPINION QUESTIONNAIRE; 31.4 PERCENT REPORTED ONLY POSITIVE EFFECTS OF INTEGRATION, 45.2 PERCENT REPORTED BOTH NEGATIVE AND POSITIVE, AND 12.4 REPORTED ONLY NEGATIVE. (LB)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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October 1967

FOREWORD.....

The White Plains Racial Balance Plan

The evaluation of children's achievement before and after full desegregation of the White Plains Public Schools is viewed as an interim report -- a "State of the Union" message -- rather than a final pronouncement. Limitations of the study are stated in the Introduction.

On the basis of this longitudinal investigation, however, we believe that we acted in timely fashion, and that we are moving toward the goal of truly equal educational opportunity for all children. Attaining that goal, of course, will mean transforming desegregation into real integration, and this is our ultimate objective.

In assessing the report, it is necessary to understand something of the history behind our Racial Balance Plan.

Racial balance is not a recent concern in White Plains. The number of minority group families increased here after the second World War. The majority of these families settled in the center of our city, thus increasing Negro enrollment percentages in our downtown schools. Currently, seventeen per cent of the 8,700 public school pupils in kindergarten through 12th grade are Negro, and at the elementary level the percentage is nineteen.

Various preventive measures were devised by the Board of Education and the Superintendent to counteract the schools' racial imbalance which was the product of city housing patterns. We drew and

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redrew attendance areas. In 1957 we abandoned the old Ferris Avenue Elementary School, which was predominantly Negro, and built Church Street School in a location closer to the downtown periphery so that we might draw from both predominantly white and predominantly Negro residential sections.

We also decided in the mid-fifties to build a new senior high school which would serve the entire city rather than to construct a second senior high to supplement our existing facility. We based this decision on the conviction that regardless of the location of a second senior high we would, in the end, have one high school with a large percentage of Negro students and another which would be predominantly white.

When the new high school opened in 1960, we relocated one of our three junior high schools to provide better racial balance at that level. But disparities persisted at the elementary level, despite periodic adjustments in attendance zones. The hard core of the problem was in the heart of the city where high rise public housing units were concentrating Negro elementary enrollment at the Rochambeau School.

By the fall of 1963, Negro enrollment at Rochambeau had again mounted above 60 per cent and by the spring of 1964 it stood at nearly 62 per cent. At this juncture, the Board of Education decided to seek a more comprehensive and a more permanent solution.

In brief, we concluded that we must close the Rochambeau Elementary School and reassign its pupils. On the other hand, we did

not want to abandon that excellent facility, both for practical reasons and because the school has been, and is, a symbol of educational excellence in a downtown area where such evidences of local pride are few enough.

Therefore, we decided to convert Rochambeau into a year-round daytime and evening Adult Education Center. We redrew attendance zones for the remaining 10 elementary schools, reassigning center city pupils to previously all-or-mostly white facilities in outlying neighborhoods.

To accomplish this, it was necessary also to institute transportation for kindergarten through sixth grade pupils living more than 1.5 miles from the schools to which they would be assigned. These were the fundamentals of the Racial Balance Plan.

The goals we established as a framework were: 1. To maintain the neighborhood school for as many children as possible. 2. To keep change to a minimum, for both white and Negro pupils. 3. To provide an equitable distribution of Negro pupils among all schools. 4. To insure both permanence and flexibility in implementing the Racial Balance Policy.

Accordingly, the Board's resolution, adopted unanimously in April, 1964 for implementation the following September, set the minimum Negro enrollment percentage for all schools at approximately 10 per cent and the maximum Negro enrollment percentage at approximately 30 per cent.

Roughly 20 per cent of our 4,500 elementary children were reassigned to different schools the next fall to carry out the Board's

directive, and transportation was provided for some 300 public school pupils. Under New York State Education Law, transportation must also be provided for private and parochial school pupils when public school students receive it. This increased to 500 the number of pupils to be transported.

One major factor in our favor was that the Board of Education and the Administration took the initiative in this important area of school desegregation. We did not wait until civil rights pressure developed here, as it had in many other communities. Even so, I do not believe that we could have solved our problem a year sooner than we did: The time was right in White Plains. On the other hand, if we had delayed, we could well have lost our opportunity to find a solution. We were able to close Rochambeau when we did, in 1964, because national pressures for abolishing de facto segregation had become sufficiently plain to the residents of White Plains, They realized that the Board and Administration had exhausted all "piecemeal" remedies.

We were also fortunate that we were dealing with a minority group constituting only seventeen per cent of the K-12 enrollment, and that we could desegregate our schools without cross-busing white children into previously "Negro" schools.

We in White Plains take pride in our Racial Balance Policy, but we do not cite our plan as a blueprint for all other communities. We claim no magic formula for instant integration success. However, we do see reassuring evidence of academic progress by both white and Negro

pupils and we believe our experience certainly proves that it is possible to integrate the schools without inflicting academic harm upon white students.

We should also stress the fact that we believe small classes (ours are an approximate maximum of 25 in the primary grades and 28 in the intermediate years), innovative programs, enrichment projects and remedial work are as necessary in an integrated situation as they are in a segregated situation. We are continuing our efforts to discover new and better ways to individualize instruction for all pupils -- slow, average, brilliant; privileged or disadvantaged.

Carroll F. Johnson
Superintendent of Schools

White Plains, New York
November, 1967

WHITE PLAINS RACIAL BALANCE PLAN EVALUATION

Section I

Children's Achievement

Design of the Study

It was determined that children who entered third grade in September 1964 would be the group to be studied primarily because achievement test data for a three-year period is now available for these children. The following questionswere asked:

What has happened to the achievement of children who live in the neighborhoods adjacent to the receiving schools? In other words, how does their achievement during this three-year period compare with that of the children who had attended these schools prior to 1964 and the institution of the Racial Balance Plan?

What has happened to the achievement of children from the Center City, most of whom have been bused to schools outside their immediate neighborhood in order to achieve racial balance? In other words, how does their achievement during this three-year period compare with the achievement of children who attended Rochambeau School prior to 1964?

The neighborhood children selected for the study were third graders in 1964 and were enrolled in one of four newly integrated schools (George Washington, North Street, Ridgeway, Rosedale). The availability of achievement test data for third, fourth and fifth grades and the fact that they lived in the neighborhood adjacent to one of these schools were the two criteria for selection of the sample. Every child who met the criteria is included in the group which is designated as the neighborhood

group. It was possible to establish a comparison control group by using the achievement test record of children enrolled in 1960 third grades as they progressed through third and fourth grade to the beginning of fifth grade. Data were available for 129 children in the 1964 neighborhood group and 150 children for the 1960 control group.

The Center City group included children entering third grade in five different elementary schools in 1964. There are 33 children in this group and 36 in the 1960 comparison group. The comparison group was established in the same manner as the one for the neighborhood children.

All data reported on achievement are taken from performance on Stanford Achievement Tests administered during the first two weeks of October in each of six years (1960, Form K; 1961, Form J; 1962, Form J; 1964, Form K; 1965, Form K; 1966, Form K-M).

The Primary Battery was administered at third grade. Elementary Battery in fourth, and Intermediate Battery at grade five. Performance in Paragraph Meaning, Word Meaning, Arithmetic Reasoning and Arithmetic Computation is reported.

Measurement of mental ability was made through the administration of the California Short Form Test of Mental Maturity, Primary S Form, to all children when they were in third grade.

Results are reported in percentiles based on the national norms and the progress in years at the median and first and third quartiles (the middle score and those one-fourth from the bottom and three-fourths from the bottom).

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Throughout the study, the following terms are used to designate groups of children:

1960 Control - Children who were in third grade in 1960 and for whom 1960, 1961 and 1962 achievement results and third grade scores of mental ability are available.

Neighborhood - White children who were in third grade in 1964, who lived in the neighborhood school attendance zones and for whom 1964, 1965 and 1966 achievement results and third grade scores of mental ability are available.

Center City - Children, predominantly Negro, living in the center city, who were in third grade in 1964 and entered a new school as a result of the racial balance plan, and for whom 1964, 1965 and 1966 achievement results and third grade scores of mental ability are available.

Total City - All children who were in third grade in 1964 and in fifth grade in 1966 in the White Plains Public Schools.

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NEIGHBORHOOD GROUP

The Group

The 1960 Control Group includes 150 children (attending George Washington, North Street, Ridgeway and Rosedale schools in 1960). The 1964 Neighborhood Group includes 129 children.

Results of the California Test of Mental Maturity given at third grade indicate that the two groups are comparable, in that the total I.Q. scores vary only four points at the median, two points at the third quartile and three points at the first quartile.

Achievement

The following charts show the level of achievement, based on national percentiles, for the 1960 Control Group and the 1964 third grade Neighborhood Group at third and fifth grades.

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Table I - Neighborhood Group

PARAGRAPH MEANING

Level of Achievement
Percentile Rankings Based on National Norms
Stanford Achievement
Tests

	National Percentile Ranking for:		National Percentile Ranking for:	
	1960 Control (Tested at Third Grade)	1964 Neighborhood	1960 Control (Tested Again at Fifth Grade)	1964 Neighborhood
Third Quartile	90	90	95	95
Median:	76	85	78	85
First Quartile:	60	73	53	60

The above chart indicates that, at the median and lower quartile, the 1964 Neighborhood Group did significantly better than the 1960 Control Group. At the third or upper quartile, the results were the same for the Control Group and the 1964 Neighborhood Group.

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Another way to look at the data is to determine the amount of growth, or progress, from one year to the next. Since the tests were given at the same time each year, it is reasonable to expect the average child to make one year's growth in one year.

The following chart shows the amount of growth, in years, for the two groups between third grade and fifth grade, and includes the same information for the Total City, that is, all children in the city who were in third grade in 1964 and in fifth grade in 1966.

Table II - Neighborhood Group

PARAGRAPH MEANING

Progress
Years of Growth Based on Stanford Achievement Tests

Number of Years' Growth Between Third Grade and Fifth Grade			
	1960 Control	1964 Neighborhood	Total City
Third Quartile:	3.3	3.3	3.0
Median:	2.6	2.5	2.1
First Quartile:	1.9	1.9	1.7

The above figures indicate that there is very little variation in the growth of children at the median, first and third quartiles for the Control Group and the Neighborhood Group. The growth of the Total City Group was below the Neighborhood Group at all reference points.

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Table III - Neighborhood Group

WORD MEANING

Level of Achievement
Percentile Rankings Based on National Norms,
Stanford Achievement
Tests

	National Percentile Ranking for:		National Percentile Ranking for:	
	1960 Control (Tested at Third Grade)	1964 Neighborhood	1960 Control (Tested Again at Fifth Grade)	1964 Neighborhood
Third Quartile:	95	98	95	95
Median:	88	95	90	90
First Quartile:	65	70	73	75

A study of the above chart shows that, in Word Meaning, the Neighborhood Group achieved the same at the median and slightly higher at the first quartile than the Control Group. At the third or upper quartile, achievement is the same except for the Neighborhood Group at third grade where it was slightly higher.

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TABLE IV - Neighborhood Group

WORD MEANING

Progress
Years of Growth Based on Stanford Achievement Tests

	Number of Years' Growth Between Third Grade and Fifth Grade		
	1960 Control	1964 Neighborhood	Total City
Third Quartile:	3.2	2.4	2.5
Median:	2.8	2.6	2.7
First Quartile:	2.3	2.2	1.9

The figures above indicate that, although the Neighborhood Group achieved more than the expected two years of growth, this group made significantly less progress than the Control Group at the upper quartile and slightly less progress than the Control Group at the median and first quartile. The Neighborhood Group is slightly lower than the Total City Group at the median and upper quartile, but higher than the Total City Group at the lower quartile.

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Table V - Neighborhood Group

ARITHMETIC REASONING

Level of Achievement
Percentile Rankings Based on National Norms,
Stanford Achievement
Tests

	National Percentile Ranking for:		National Percentile Ranking for:	
	1960 Control (Tested at Third Grade)	1964 Neighborhood	1960 Control (Tested Again at Fifth Grade)	1964 Neighborhood
Third Quartile:	95	95	94	95
Median:	80	80	70	80
First Quartile:	60	60	47	50

At the third grade, the Neighborhood Group and the Control Group were the same at each reference point. At the fifth grade, the Neighborhood Group did significantly better than the Central Group at the median and slightly better at the upper and lower quartile.

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Table VI - Neighborhood Group

ARITHMETIC REASONING

Progress
Years of Growth Based on Stanford Achievement Tests

Number of Years' Growth Between Third Grade and Fifth Grade			
	1960 Control	1964 Neighborhood	Total City
Third Quartile:	2.7	2.7	1.9
Median:	1.8	2.3	1.8
First Quartile:	1.7	1.8	1.5

In arithmetic reasoning the Neighborhood Group was significantly higher than the Control Group at the median, the same at the upper quartile and slightly higher at the lower quartile. The Neighborhood Group did significantly better than the Total City Group at the median and upper quartile and slightly better at the lower quartile.

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TABLE VII - Neighborhood Group

ARITHMETIC COMPUTATION

Level of Achievement
Percentile Rankings Based on National Norms,

Stanford Achievement
Tests

	National Percentile Ranking for:		National Percentile Ranking for:	
	1960 Control (Tested at Third Grade)	1964 Neighborhood (Tested at Third Grade)	1960 Control (Tested Again at Fifth Grade)	1964 Neighborhood (Tested Again at Fifth Grade)
Third Quartile:	60	75	83	80
Median:	36	45	40	55
First Quartile:	28	35	17	30

In arithmetic computation the Neighborhood Group did significantly better than the Control Group at the lower and median quartile and the Control Group did better at the upper quartile of fifth grade.

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Table VIII - Neighborhood Group

ARITHMETIC COMPUTATION

Progress
Years of Growth Based on Stanford Achievement Tests

Number of Years' Growth Between Third Grade and Fifth Grade			
	1960 Control	1964 Neighborhood	Total City
Third Quartile:	2.5	2.4	2.1
Median	2.0	2.2	1.9
First Quartile:	1.5	1.9	1.3

The Neighborhood Group progressed slightly better at the median and lower quartile than the Control Group, but was slightly below the Control Group at the upper quartile. Progress was greater at each reference group than that of the Total City Group.

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SUMMARY - NEIGHBORHOOD GROUP

The preceding analysis of results indicates that the Neighborhood Group has done as well as or better than the Control Group in all areas tested except word meaning, where level of achievement was in line with the Control Group but where progress in years slightly less than the Control Group at two points and significantly less at one point.

Expressed another way: If the twelve reference points (three from each of the four test areas) for level of achievement at fifth grade are compared, it is found that the Neighborhood Group was significantly higher (a difference of five or more percentiles) at five points and at approximately the same level at seven points.

If the same reference points are compared for progress between third and fifth grade, it is found that the Control Group made less than the two years' expected progress at four points while the Neighborhood Group made less than two years' progress at three points. The pattern of progress for the Neighborhood Group tended to cluster between 2 and 2.5 years, whereas the pattern of progress for the Control Group tended to cluster around 2.5 years. However, the differences are not sufficient to be considered significant.

In conclusion, it can be said that, based on test data, the achievement of neighborhood children has not been adversely affected by the presence of center city children in their schools. Rather, the data suggest that the achievement of these children is, in many respects, better than the pattern shown by the Control Group which was composed only of neighborhood children attending these schools prior to the Racial Balance Plan.

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CENTER CITY

All children included in the Center City Group lived or are living in the Rochambeau School attendance area as it was constituted in June 1964. The children were predominantly Negro and many came from homes where the economic income was low.

1960 Control Group includes 36 children, all of whom were enrolled in the Rochambeau School grade three in 1960.

1964 Center City Group includes 33 third grade children enrolled in five schools (George Washington, 4; North Street, 8; Ridgeway, 7; Rosedale, 7; Post Road, 7).

The Control Group and the Center City Group had a comparable I.Q. range, the median scores for each group being no more than 2 points apart.

Note: In examining third grade scores for the 1964 group, it is important to remember that the tests were administered approximately one month after the children were enrolled in a new school in a different neighborhood.

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Table IX - Center City

PARAGRAPH MEANING

Level of Achievement
Percentile Rankings Based on National Norms,
Stanford Achievement
Tests

	National Percentile Ranking for:		National Percentile Ranking for:	
	1960 Control (Tested at Third Grade)	1964 Center City	1960 Control (Tested Again at Fifth Grade)	1964 Center City
Third Quartile:	75	60	50	45
Median:	50	35	30	25
First Quartile:	30	30	10	10

In Stanford tests for paragraph meaning, the first quartile scores for Center City and Control groups are the same at third grade and again at fifth grade. At the median and third quartile, in both third and fifth grade tests, the Center City Group did not do as well as the Control Group. However, the Control Group's median dropped from the 50th percentile (national median) at third grade to 30th percentile at fifth grade, whereas the Center City group's median dropped only 10 points, from 35th percentile at third grade to 25th percentile at fifth grade.

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Table X - Center City

PARAGRAPH MEANING

Progress

Years of Growth Based on Stanford Achievement Tests

	Number of Years' Growth Between Third Grade and Fifth Grade		
	1960 Control	1964 Center City	Total City
Third Quartile:	1.4	1.3	3.0
Median:	1.1	1.4	2.1
First Quartile:	.8	.8	1.7

The 1964 Center City Group made three months' more progress in the two-year period, at the median, than the Control Group. The 1964 Center City Group made the same growth at the first quartile and one month less growth at the third quartile than the Control Group made.

Overall, it would appear that the Control Group was Slightly closer to grade level, in paragraph meaning, at the beginning of fifth grade than was the 1964 Center City Group. But the 1964 Center City Group showed slightly more progress over the two-year period than the Control Group demonstrated.

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Table XI - Center City

WORD MEANING

Level of Achievement
Percentile Rankings Based on National Norms,
Stanford Achievement
Tests

	National Percentile Ranking for:		National Percentile Ranking for:	
	1960 Control (Tested at Third Grade)	1964 Center City	1960 Control (Tested Again at Fifth Grade)	1964 Center City
Third Quartile:	70	60	70	45
Median:	50	50	40	35
First Quartile:	40	40	20	15

In Stanford tests for word meaning, the 1964 Center City Group was significantly below the Control Group at each reference point in fifth grade. At third grade, both groups had medians at the 50th percentile, but each dropped during the two years, as shown.

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Table XII - Center City

WORD MEANING

Progress

Years of Growth Based on Stanford Achievement Tests

	Number of Years' Growth Between Third Grade and Fifth Grade		
	1960 Control	1964 Center City	Total City
Third Quartile:	2.0	1.5	2.5
Median:	1.4	1.4	1.7
First Quartile:	1.1	.9	1.9

At the first quartile, the Control Group showed a total growth of 1.1 years in the two-year period, whereas the 1964 Center City Group made nine months' progress. At the median, both groups made the same progress, 1.4 years. At the third quartile, the Control Group made two years' progress and the Center City Group made 1.5 years' progress.

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Table XIII - Center City

ARITHMETIC REASONING

Level of Achievement
Percentile Rankings Based on National Norms,
Stanford Achievement
Tests

	National Percentile Ranking for:		National Percentile Ranking for:	
	1960 Control (Tested at Third Grade)	1964 Center City	1960 Control (Tested Again at Fifth Grade)	1964 Center City
Third Quartile:	60	60	45	45
Median:	45	45	25	40
First Quartile:	15	20	15	10

At the median the two groups were the same at third grade with both groups showing a drop at fifth grade. The Center City Group dropped only 5 points whereas the Control Group had dropped 15. At the third quartile the two groups were the same at third grade and fifth grade - with each group making an overall drop of 15 percent.

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Table XIV - Center City

ARITHMETIC REASONING

Progress

Years of Growth Based on Stanford Achievement Tests

	Number of Years' Growth Between Third Grade and Fifth Grade		
	1960 Control	1964 Center City	Total City
Third Quartile:	1.5	1.6	1.9
Median:	1.3	1.3	1.8
First Quartile:	1.6	1.2	1.5

There is very little difference in the progress of the two groups over the two-year period. It is interesting to note that during the two-year period the 1964 Center City Group progressed slightly better at the third quartile, the same at the median and not as well at the first quartile as the Control Group.

In Arithmetic Reasoning it appears that the two groups did approximately the same with some indication that the 1964 Center City children were doing slightly better.

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Table XV - Center City

ARITHMETIC COMPUTATION

Level of Achievement
Percentile Rankings Based on National Norms,
Stanford Achievement
Tests

	National Percentile Ranking for:		National Percentile Ranking for:	
	1960 Control (Tested at Third Grade)	1964 Center City	1960 Control (Tested Again at Fifth Grade)	1964 Center City
Third Quartile:	40	45	20	40
Median:	25	35	10	10
First Quartile:	25	10	5	5

At the first quartile the Control Group started signicantly higher in third grade but both groups were at the same level in fifth grade. At the median the 1964 Center City Group was higher at third grade but both groups were the same at fifth grade. At the third quartile the Control Group dropped twenty percentile points between third and fifth grades, whereas the Center City Group dropped only five percentile points. Thus, at the third quartile the Center City Group did significantly better than the Control Group.

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Table XVI - Center City

ARITHMETIC COMPUTATION

Progress
Years of Growth Based on Stanford Achievement Tests

	Number of Years' Growth Between Third Grade and Fifth Grade		
	1960 Control	1964 Center City	Total City
Third Quartile:	1.4	1.8	2.1
Median:	1.2	1.0	1.9
First Quartile:	.7	1.0	1.3

In arithmetic computation the 1964 Center City Group made better progress during the two-year period at the first and third quartiles than the Control Group. At the median the Control Group did slightly better.

In arithmetic computation it would appear that the Center City Group showed slightly more progress than the Control Group.

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In both the 1960 Control Group and the 1964 Center City Group we are dealing with the achievement of children living in a section of the city which through the years has produced children who can be described as educationally disadvantaged. Many in the group have tended to achieve below grade level and the farther in school they have gone the farther they have fallen behind. In view of this, the achievement results of the Control Group and 1964 Center City Group were studied to determine to what extent children were falling behind in the various achievement areas in the Control Group and Center City Group.

A study was made of the progress between third and fifth grade of the children in the Control Group and 1964 Center City to determine how many made two years' growth in one or more achievement areas, Paragraph Meaning, Word Meaning, Arithmetic Reasoning, Arithmetic Computation, and how many made one and one-half years progress in the different areas.

The following table shows the breakdown:

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Table XVII - Center City

Between Third Grade & Fifth Grade	1960 No. of Children	%	1964 No. of Children	%
Made at least two years' progress in one or more areas	9	25	15	45
Made at least 1.5 years' progress in one or more areas	15	41	13	39
Made less than 1.5 years' progress in all areas	12	33	5	15
	36		33	

This indicates that significantly fewer of the 1964 Center City children failed to progress at least one and one-half years in one or more areas during the two-year period. Forty-five percent of the 1964 Center City Group achieved two years or more in one or more areas, whereas only 25% of the Control Group showed progress of this nature. It suggests that the number of children in the 1964 Center City Group who are falling behind may be less than in the 1960 group.

In other words, many children seem to be keeping up in one or more areas and hence as they go on in school the difference between their achievement and their placement may become narrower rather than greater, as has been the pattern for most children from the Center City in previous years.

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COMPARISON OF THE ACHIEVEMENT OF TWO CENTER CITY FIRST GRADE GROUPS

The achievement of the 1964 Center City first graders at third grade in 1966 was compared with the achievement of the 1964 Center City third graders.

The question was asked: How does the achievement of the Center City children who entered first grade in September, 1964 in racially balanced schools compare with the achievement of Center City children who were not enrolled in racially balanced schools until they entered third grade?

The First Grade Comparison Group

The 1964 First Grade Group is composed of 44 children who live in the same attendance area in the center city as children in the 1964 Third Grade Group.

As stated previously, the 1964 Third Grade Center City Group is composed of 33 children. The median I.Q. for these two groups is comparable, the difference being only two points. The 1964 Third Grade Center City Group thus becomes the Control Group for the 1964 First Grade Group.

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Table XVIII - First Grade Comparison

PARAGRAPH MEANING

Level of Achievement
Percentile Rankings Based on National Norms, Stanford Achievement Tests

	National Percentile Ranking for: 1964 Center City Third Grade	National Percentile Ranking for: 1964 Center City First Grade (As Tested at Third Grade in 1966)
Third Quartile:	60	60
Median:	35	50
First Quartile:	30	30

The first and the third quartiles are the same but the median for the 1964 first graders is 15 percentile points higher than the 1964 third grade control group.

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Table XIX - First Grade Comparison
WORD MEANING

Level of Achievement
Percentile Rankings Based on National Norms,
Stanford Achievement
Tests

	National Percentile Ranking for:	National Percentile Ranking for:
	1964 Center City Third Grade	1964 Center City First Grade (As Tested at Third Grade in 1966)
Third Quartile:	60	60
Median:	50	55
First Quartile:	40	45

The 1964 First Grade Group is higher at the first quartile and the median and the same as the 1964 Control Group at the third quartile.

Racial Balance Plan Evaluation
-28 Children's Achievement

Table XX - First Grade Comparison

ARITHMETIC REASONING

Level of Achievement
Percentile Rankings Based on National Norms,
Stanford Achievement
Tests

	National Percentile Ranking for:	National Percentile Ranking for:
	1964 Center City Third Grade	1964 Center City First Grade (As Tested at Third Grade in 1966)
Third Quartile:	60	60
Median:	45	50
First Quartile:	20	20

Group achievement levels are identical except for the median of the 1964 First Grade Group which is higher than the Control Group.

Racial Balance Plan Evaluation
-29 Children's Achievement

Table XXI - First Grade Comparison

ARITHMETIC COMPUTATION

Level of Achievement
Percentile Rankings Based on National Norms,
Stanford Achievement
Tests

National Percentile Ranking for:	National Percentile Ranking for:
1964 Center City Third Grade	1964 Center City First Grade (As Tested at Third Grade in 1966)
Third Quartile: 45	45
Median: 35	35
First Quartile: 10	25

Again the results are about the same except that the First Grade Group did significantly better at the first quartile.

Racial Balance Plan Evaluation
-30 Children's Achievement

SUMMARY -- CENTER CITY

In general, it can be said that the children from center city who were in first grade the year the Racial Balance Plan was instituted are achieving as well as and, at five reference points, better than the children from center city who were in third grade when the Racial Balance Plan was instituted.

In general, it would appear that the pattern of achievement for the 1964 Third Grade Center City Group has not changed markedly from what, it was prior to 1964. However, there are indications that some of these children are maintaining a higher rate of progress and that, although they may not be functioning at grade level, the difference between where they should be functioning and where they are functioning is becoming less, rather than greater — as had been the pattem in the past.

The study of the third grade achievement of center city children who entered first grade in 1964, in an integrated situation, seems to indicate that this group is achieving slightly better at third grade than did the center city children who spent the first and second grades in a segregated school.

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WHITE PLAINS RACIAL BALANCE PLAN EVALUATION

Section II

Transfer Pattern

The prediction -- routinely sounded by integration opponents -- that white middle class youngsters will flee to private and parochial schools has proved unfounded in White Plains.

Integration has not resulted in an out-migration of white pupils. Transfers from public to local and out-of-town private schools, carefully followed since 1960, have been minimal.

The only major fluctuation in recent years occurred at the first grade level in the fall of 1963, the year before the Racial Balance Plan was instituted. The increase in the number of children transferring out of first grade in 1963 was the result of the previous year's closing of a local parochial school kindergarten. Children who would ordinarily have enrolled in the parochial school attended public school kindergarten, instead, in 1962 and then transferred to St. Bernard's first grade in 1963. This transfer pattern has prevailed since then.

Total K-12 public school enrollment in White Plains has kept to a plateau since 1960. Although there has been a slight decline -- from 8,800 in 1960 to 8,768 in 1966-67, the decrease has been only in the number of tuition students (non-residents who come from their homes in nearby school districts to attend White Plains schools, paying tuition fees for the privilege). Tuition students are being phased out as local enrollment increases. In 1960, there were 770 tuition students in White Plains public schools. In 1966-67, there were only 276.

Resident enrollment, however, has increased. It was 8,132 in 1960 and reached 8,546 in 1966-67.

Racial Balance Plan Evaluation
-2 Transfer Pattern

Enrollment in local private and parochial schools has remained fairly constant over a period of years. The percentage of school age youngsters attending non-public schools in the city was 14% in 1960 and 13% in 1966-67.

Total transfers, K-12, from the public schools to local non-public schools did increase slightly the year the Racial Balance Plan was instituted -- 142, as compared to 96 the previous year. (This could be partly due to the fact that when the Racial Balance Plan was instituted, the Board of Education for the first time provided school bus transportation for elementary pupils. Under New York State law, when transportation is provided for public school pupils, it must also be provided for pupils attending private and parochial schools. Thus, some families may have taken advantage of the transportation to send their children to non-public institutions which had previously been not conveniently accessible).

At any rate, total transfers dropped again in 1965 to 126 and further declined in 1966-67 to 123.

To out-of-town diocesan or boarding schools, the heaviest transfer normally occurs at seventh grade and again at ninth grade. The annual transfer rate remained fairly constant for these grades from 1960 through 1965-66, when the combined seventh and ninth grade transfers to out-of-town schools totaled 13.

This number doubled, reaching 30 in 1966-67. General affluence and parental concern over the increasingly competitive college admissions picture seems a more likely reason than integration, since the White Plains junior high and senior high grades have always been integrated. Certainly, a total transfer of 30 pupils from seventh and ninth grades to out-of-town non-public schools is far from massive.

WHITE PLAINS RACIAL BALANCE PLAN EVALUATION

Section III

Parent Opinion

Purpose of the Study:

A survey of parent opinion about the racial balance plan was undertaken during the Spring of 1967. The survey was designed to seek answers to the following questions:

What proportion of parents believe that the racial balance plan has had positive effects relative to their children's education?

What part of the school experience do they feel has been most favorably affected by the plan?

What proportion of parents believe that the racial balance plan has had negative effects relative to their children's education?

What part of the school experience do they feel has been hurt most by the plan?

Do answers to the above questions differ according to the level (elementary, junior high and senior high) of the child?

Among parents of elementary children, do answers differ according to whether the child attends a school that became integrated as a result of the plan or attends a school which had been integrated prior to 1964?

Among parents of elementary children, do answers differ according to the time of the child's entry into the school system?

How do the parents of center city elementary children feel the plan has affected their children?

What suggestions do parents have for improving education for their children in the White Plains Public Schools?

Racial Balance Plan Evaluation
-2 Parent Opinion

Design

A questionnaire was designed to secure answers from parents to the above questions. It was mailed with a letter of explanation and a stamped return envelope to the parents of every elementary child and to the parents of every tenth child in the alphabetical listing of pupils in the secondary school census. A total of 3308 questionnaires was mailed during the second week of March 1967. Completed copies were returned by U.S. Mail to the Pupil Personnel Office. Signatures of parents were not requested.

Respondents were categorized according to level, that is, according to whether their children were in elementary, junior or senior high school.

Responses from parents of elementary children were further subdivided as follows:

Group A - pre 1964 - responses from parents of children attending previously integrated White Plains schools (Battle Hill Elementary, Church Street, East View Elementary, Mamaroneck Avenue and Post Road).

- post-1964 - responses from parents of children who entered one of the previously integrated schools after June 1964.

Group B - pre 1964 - responses from parents of children attending a White Plains Public School in which a very few or no Negro children were enrolled prior to September 1964 (George Washington, Highlands Elementary, North Street, Ridgeway and Rosedale).

- post 1964 - responses from parents of children entering the above newly integrated schools after June 1964.

Group C - responses from parents living in the center city area, whose children had attended Rochambeau School. This group is predominantly Negro

and most were bused to a newly integrated school beginning in September 1964.

Response

A total of 1024 questionnaires was returned. Of these 863 or 84 per cent were from parents of elementary children. Eighty-two parents in this group reported having one or more children in a junior high school and 31 reported having a child at the senior high school.

Ninety-three returns were from parents with children in a junior high school. Six of these parents reported having a child enrolled at the senior high school.

Sixty-four returns were from parents with children in the senior high school.

Four returns did not indicate at which level a child was enrolled.

Many parents indicated that they were responding about several children. Thus, according to parent statements, the 1024 questionnaire returned included information about 1445 children. However, findings are reported in terms of the total number of questionnaires returned and not on the basis of the number of children. The section on comments does reflect replies regarding children at different levels. For example, the responses of parents who reported having children in elementary and junior high school would be tabulated under elementary schools in the section on findings, but if a comment on guidance at the secondary level was made, this would be included in the section on comments.

Findings

Findings are presented in two sections, with those based on responses of elementary children discussed first. Responses for each of the groups

previously described are reported as follows:

Responses which indicated only positive aspects of the racial balance plan.

Responses which indicated only negative aspects of the racial balance plan.

Responses which indicated both positive and negative effect.

Responses which indicated that there were neither positive nor negative results.

Responses in which parents indicated that they could not judge this.

Parents of Elementary Children

As previously indicated, there were 863 returns from parents of elementary children. The distribution of these responses among the five reference groups previously described is shown in Table I.

TABLE I

Distribution of Returns from Elementary Parents

by Reference Groups

Group		No. of Responses
Group A	Pre 1964	179
	Post 1964	177
Group B	Pre 1964	271
	Post 1964	194
Group C		42
		Total 863

Positive Aspects

Respondents were asked the question, "Are there positive aspects in the education of your child which you believe are a result of integration in White Plains?" If they answered "yes", they were asked to indicate

whether the effects were in terms of achievement, behavior (conduct), relationship with other children or understanding children of other backgrounds. The responses are summarized in Table II.

Table II

Elementary Parent Opinion of Positive Aspects of Racial Balance Plan - Positive Aspects in Terms of:

Group	No. in Group	% of Yes Ans.	Achv. Percent	Beh. Per.	Relation. Percent	Und. Percent
A. Pre 1964	179	33% (59)	5	19	44	88
Post 1964	177	40% (70)	16	16	41	74
B. Pre 1964	271	19% (51)	23	33	82	100
Post 1964	194	35% (69)	9	7	48	91
C.	42	66% (28)	82	64	79	79
Total	863	(277)				

A total of 277 or 34 per cent of the elementary parents reported only positive effects resulting from the integration program. Of the 277, 20 per cent reported improvement in achievement, 22 per cent in behavior, 60 per cent in relationship with other children and 90 per cent in understanding of children from different backgrounds.

Parents in Group C - (Center City) - reported the greatest improvement in achievement, 82 per cent. Sixty-four per cent of these parents felt that their children's behavior had improved. Significantly more parents in Groups A and B saw positive effects in the areas of relationships and understanding of children from different backgrounds than in the area of behavior and achievement.

Among comments made by parents who saw only positive aspects of the racial balance plan were:

Racial Balance Plan Evaluation
-6 Parent Opinion

Nineteen parents said they had chosen White Plains as a place to live because they wanted their children in an integrated school.

Many parents mentioned the value of children learning to know children of different backgrounds and developing an ability to see people as individuals rather than as members of a race. As a result of this, they believed their children will be better equipped to live in today's world.

Some parents indicated their own children's achievement had been helped because the schools were planning better for children as individuals.

Negative Aspects

Parents were asked the questions, "Are there negative aspects in the education of your child which you believe are a result of school integration in White Plains?" If they answered "Yes", they were asked to indicate whether the effects were in terms of achievement, behavior (conduct), relationship with other children or understanding of other children.

The responses are summarized in Table III.

TABLE III

Elementary Parent Opinion About Negative Aspects of Racial Balance Plan

Group	No. in Group	% of Yes Ans.	Negative Aspects In Terms Of: Achieve. %	Behav. %	Relat. %	Under. %
A - Pre 1964	179	8% (14)	57	71	64	57
Post 1964	177	4% (8)	70	69	58	65
B - Pre 1964	271	29% (78)	67	50	75	63
Post 1964	194	15% (29)	69	52	38	59
C -	42	0				
	863	(129)				

Racial Balance Plan Evaluation
-7 Parent Opinion

Approximately 15% of the respondents (129) among parents of elementary school children report only negative aspects of integration. Sixty-seven per cent of the group reported negative effects in regards to achievement, 64% in behavior, 55% in terms of relationship with other children and 70% in terms of understanding other children. Parents in newly integrated schools (Group B) represented the largest per cent of parents who reported all negative aspects; however, the parents in Group A - Post 1964, while small in number (8), were strong in their reaction.

Among the comments made by parents who saw only negative aspects were the following:

Five per cent of the 863 elementary parents responding indicated that busing should be done away with and that White Plains should return to the neighborhood school. None of these requests came from parents whose children were being bused. Many of these parents said that achievement had fallen because teachers were forced tospend too much time either helping center city children catch up with their work or classroom adjustment. They said the progress of children had been slowed because of the wide range of ability in classrooms.

Several parents expressed concern about the language of the center city children and what they described as "aggressive" behavior.

Some parents reported that their children had developed prejudice where they had not had it before and were coming to see all center city children as slower, having problems of adjustment in the classroom and on the playground and using unacceptable language.

A few parents urged that the schools "stop trying to solve the social problems of the community" and concentrate on instruction.

Racial Balance Plan Evaluation
-8 Parent Opinion

Positive and Negative Aspects

Eighteen per cent of the elementary parents responding (157) reported both negative and positive aspects to the plan.

TABLE IV

	POSITIVE ASPECTS						NEGATIVE ASPECTS				
Group	No. in Group	%Yes Ans.	Ach.	Beh.	Rel.	Und.	%Yes Ans.	Ach.	Beh.	Rel.	Und.
A - Pre 1964	179	12(22)	5%	9	50%	91%	8%	45%	64%	32%	5%
Post 1964	177	10(17)	0	3	42%	88%	10%	74%	53%	22%	12%
B - Pre 1964	271	30(81)	0	0	59%	93%	30%	59%	52%	18%	27%
Post 1964	194	19(36)	12%	0	58%	100%	19%	64%	67%	19%	8%
C -	42	3(1)	0	0	100%	100%	2%	0	100%	0	0

The above table indicates that for the most part when parents reported both negative and positive aspects they saw an improvement in their children's understanding of and relationship with other children but thought achievement and behavior had been adversely affected by integrating the schools.

Several parents marked understanding of children from different backgrounds both positive and negative. They said their children had gained in their understanding of children from other backgrounds but are now beginning to show a tendency of referring to all center city children as poor readers or having behavior problems.

Some parents who indicated that their children's achievement had been affected reported that they felt that this had happened primarily in the first year but was not necessarily true this past year.

In general, the parents who indicated both positive and negative aspects seemed to be in favor of the racial balance plan although they

recognized accompanying problems.

NUMBER OF NEITHER POSITIVE NOR NEGATIVE ASPECTS

Thirty-six per cent of the parents of elementary children who responded (258) indicated that there had been neither positive nor negative effects on their children's education.

TABLE V

Elementary Parents Opinion
About
Positive and Negative Aspects of Racial Balance Plan

Group	Number in Group	No Effect
A - Pre 1964	179	46% (82)
Post 1964	177	42% (74)
B - Pre 1964	271	16% (43)
Post 1964	194	24% (47)
C -	42	28% (12)
	863	(258)

The above table indicates that many respondents with children is previously integrated schools tended to report that they did not see either positive or negative effects from integration. Forty-seven per cent of the respondents whose children had entered newly integrated schools since 1964 reported that they found no negative or positive effects.

NO RESPONSE

Forty-two parents, or slightly more than 4% of the respondents indicated that they were not ready to express an opinion about the effect of the racial balance plan. Most of these respondents were either parents of kindergarten children or new residents in the community.

SUMMARY OF FINDINGS - ELEMENTARY LEVEL

The following table provides a summary of the findings which have been reported under separate headings.

Racial Balance Plan Evaluation
-10 Parent Opinion

TABLE VI

Summary - Elementary Parent Opinion

Group	No. in Group	All Pos. % (N)	All Neg. % (N)	Pos. & Neg. % (N)	No. Dif. % (N)	No. Re. % (N)
A-Pre 1964	179	33 (59)	8 (14)	12 (22)	46 (82)	1 (2)
Post 1964	177	40 (70)	4 (8)	10 (17)	42 (74)	4 (8)
B-Pre 1964	271	19 (51)	29 (78)	30 (81)	16 (43)	6 (18)
Post 1964	194	35 (69)	15 (29)	19 (36)	24 (47)	7 (13)
C	42	66 (28)		3 (1)	28 (12)	3 (1)
Totals	863	32 (277)	15 (129)	18 (157)	30 (258)	5 (42)

The table indicates that the percentage of parents reporting positive effects of the racial balance plan is more than double the number indicating only negative results. In general, the results indicate that the majority of persons responding to the questionnaire found positive aspects in the program or at least felt that it had made no difference in their children's education.

As might have been anticipated, the greatest concern about the negative effects was evident in the response of parents whose children were enrolled prior to 1964 in schools which became integrated as a part of the racial balance plan.

The majority of parents of center city children (56%) reported only positive aspects. Twenty-eight per cent reported that they had seen no difference in their children's education.

Parents of Children in Junior and Senior High School

As previously indicated, 93 returns were received from parents of children in junior high school and 64 returns from parents with children in senior high school. The findings are reported in much the same manner

as that used with respondents who had children in the elementary schools.

Positive Aspects

TABLE VII

Secondary Parents' Opinions of Positive Aspects of Integration in White Plains Schools

Group	No. in Group	% Yes	Positive Aspects in Terms of Achievement	Behavior	Relation-ships	Understand-ings
Jr. H.S.	93	37% (34)	6	6	35%	94%
Sr. H.S.	64	47% (30)	6	0	66%	86%

Approximately 41% of the respondents with children in secondary schools, as compared with 34% of the respondents from elementary schools, reported only positive aspects of integration in the White Plains Schools. As in the case of the elementary parents, they indicated that relationship with and understanding of other children were the most positive aspects.

A number of junior high school parents noted that their children's adjustment in junior high school had been easier as a result of having an opportunity to attend an integrated elementary school.

Negative Aspects

TABLE VIII

Secondary Parents' Opinions of Negative Aspects of Integration in White Plains Schools

Group	No. in Group	% Yes	Negative Aspects in Terms of Achievement	Behavior	Relation-ships	Understamd-ing
Jr. H.S.	93	16% (15)	47%	47%	60%	80%
Sr. H.S.	64	5% (3)	0	0	100%	33%

Approximately 13% of the secondary respondents reported only negative effects on their children's education. This is 2% less than was true for

elementary parents. Some parents mentioned that their children were building up prejudice as a result of their fear of the aggressive behavior of the children from the center city.

Slightly more than five percent of the secondary parents responding recommended that busing be discontinued.

Negative and Positive Aspects

TABLE IX

Secondary Parents' Opinion of Positive & Negative Aspects of Integration in White Plains Schools

Group	No. in Group	Yes	POSITIVE Ach.	Behav.	Rel.	Und.	NEGATIVE Ach.	Beh.	Rel.	Und.
Jr. H.S.	93	7%	1%	0	1%	64%	28	28	33	57%
Sr. H.S.	64	0	0	0	0	0	0	0	0	0

Some secondary parents, like elementary parents, reported both negative and positive effects of integration. They too were concerned about their children's achievement and behavior and recognized both positive and negative factors in their children's understanding of the background of other children. Some said their children were developing prejudice as a result of their "unpleasant" experiences with children from the center city.

Neither Negative Nor Positive Aspects

Approximately 42% of the responses (38) from parents of Junior High School students indicated that integration in White Plains Schools had neither positive nor negative effect on their children.

Approximately 47% of parents of Senior High School students responding (30) indicated that integration in White Plains schools had neither positive nor negative effect on their children.

Racial Balance Plan Evaluation
-13 Parent Opinion

Summary of Opinion of Respondents With Children in Secondary Schools

From the foregoing material it can be concluded that a smaller per cent of respondents with children in secondary schools found negative aspects in the integration of the White Plains schools than was true at the elementary level. Rather, they emphasized that it had increased their children's understanding of people from different backgrounds and had contributed toward making their children better prepared for the world in which they will live.

Summary of Findings - Elementary and Secondary

TABLE X

Summary of Parent Opinion
Elementary and Secondary

Level	No. Resp.	All Pos.	All Neg.	Pos. & Neg.	No. Dif.	No. Resp.
Elem.	863	32% (277)	15% (129)	18% (157)	30% (258)	5% (42)
Sec.	157	41% (64)	13% (18)	4% (7)	42% (68)	0

The above table indicated that approximately half the persons responding to the questionnaire found positive effects resulting from the racial balance plan. Some of the group found that there were also negative factors. About one-third of the group responding reported that they found neither positive nor negative factors. Fourteen per cent found only negative factors.

Slightly more than 5% of all parents responding (56) requested that busing be discontinued and that White Plains return to the neighborhood schools as they had been prior to 1964. No parents of the center city group made this request. It should be pointed out that the question of busing was not specifically asked on the questionnaire.

Racial Balance Plan Evaluation
-14 Parent Opinion

In considering the above results it should be remembered that only 30% of the sample completed and returned the questionnaire. There is no way of knowing who answered the questionnaire, why they chose to answer it, and why others did not.

Generally, the results of this survey are positive toward the racial balance plan. Approximately half of all of the parents saw positive effects on their children's education and fewer than one-third reported negative results.

Of most importance, perhaps, is the fact that the most favorable responses by far were given by parents of the center city children; most of these children were bused to other schools after the plan went into effect. These parents, with the direct experience of their own children to draw upon, apparently are enthusiastic about the plan and feel it is accomplishing a great deal.

Comments and Suggestions

One of the most significant parts of this survey, for the future, is the response which parents made to the opportunity to make suggestions about ways in which they believed their child's educational opportunities might be improved. All suggestions have been noted and will be made available to appropriate school personnel. The following suggestions are among those mentioned most frequently:

1. A need for more individualized instruction, including the possibility of ability grouping, independent study and more attention for children at the upper end of the spectrum.
2. Smaller classes to allow for more time for each child.

Racial Balance Plan Evaluation
-15 Parent Opinion

3. Stricter discipline at all levels - Discipline which will help the children learn self-discipline - Avoidance of a double standard of behavior and discipline.
4. Development of a prescribed curriculum in human relations to be used at all levels.
5. In-service for teachers which includes such things as development of materials for slower learners and handling the human relations aspect of integration in the classroom.
6. Introduction of a foreign language in the elementary grades.
7. Enrichment programs for the talented and gifted.
8. Expansion of the compensatory programs including pre-school and study centers for children who require it regardless of where they live or of their background.
9. More involvement of parents in their children's educational experiences.
10. Greater use of teacher aides and volunteers.

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WHITE PLAINS RACIAL BALANCE PLAN EVALUATION

Section IV

Teacher Opinion

Report of the Equal Educational Opportunities Committee,
White Plains Teachers Association, on a teacher survey
of equal opportunities in education.)

In order to survey the teaching staff in White Plains, the following questionnaire was developed and distributed:

Professional Staff Evaluation of Equal Opportunities in Education

The White Plains Teachers Association's Committee for Equal Opportunities in Education is concerned with education for all children in the White Plains Public Schools -- the average, the gifted, the slow-learner, and the handicapped. Responses to all questions will be helpful in determining how well equal educational opportunities are being provided for all children.

As you will note, two of the four sections of this questionnaire deal with aspects of school integration in White Plains. Before the adoption of the Racial Balance Plan in 1964 all of our secondary schools and some of our elementary schools had integrated student bodies. After the adoption of the Racial Balance Plan the remaining elementary schools were integrated. As a result, the opinions of all professional staff members are relevant to a consideration of the effects of school integration on children at all levels, K-12.

Some information about each respondent will be helpful in interpreting the results of this questionnaire. It will not be possible to identify anyone since no names or grade levels are requested. Read all questions before you answer any question.

Please answer the questionnaire as soon as possible and return it as directed by your building representative to the Executive Council of the White Plains Teachers Association.

PERSONAL DATA

Check or fill in the correct information for each of the following:

1. Building in which you spend most of your time:_____
2. Level(s) at which you work:
   primary_____ (K-3) intermediate_____ (4-6) junior high_____ (7-9) senior high_____ (10-12)
3. Year you began working in the White Plains Public School System:
   since September 1964_____ before September 1964_____
4. Year you began working in the building in which you now spend most of your time:
   since September 1964_____ before September 1964_____

Racial Balance Plan Evaluation
-2 Teacher Opinion

The two of the four sections in the questionnaire that dealt with aspects of school integration asked the respondent to indicate:

1. Are there positive aspects in the education of children which you believe are a result of school integration in White Plains? Yes_____No_____
   If yes, please describe as indicated below:
   a) in terms of pupil achievement:
   b) in terms of pupil behavior (conduct):
   c) in terms of pupil interaction (mixing):
   d) in terms of other factors:

2. Are there negative aspects in the education of children which you believe are a result of school integration in White Plains? Yes_____No_____
   If yes, please describe as indicated below:
   a) in terms of pupil achievement:
   b) in terms of pupil behavior (conduct):
   c) in terms of pupil interaction (mixing):
   d) in terms of other factors:

Respectfully submitted,

EQUAL EDUCATIONAL OPPORTUNITIES COMMITTEE

Mr. Frederick Bedell, Chairman, Guidance, East View Jr.
Mrs. Margaret Capra, Grade 5, Mamaroneck Avenue
Mr. Michael D'Amore, Grade 6, Ridgeway
Mrs. June Fleary, Mathematics, East View Jr.
Mr. Norman Fullerton, Supervisor of Physical Education
Mrs. Marian Graves, Director of Pupil Personnel Services
Mr. Alfred Hampton, Assistant Principal, Mamaroneck Avenue (1966-67 Home-School Counselor)

Dr. William Hughes, Administrative Assistant
Dr. Carroll Johnson ex officio, Superintendent of Schools
Mr. John Owens, Guidance Battle Hill (1966-67 Social Studies, High School)
Mrs. Maxine Peluso, Science, High School (1966-67 Science, East View Jr.)
Dr. Irwin Sears, Social Studies, High School
Mr. Robert Walters, Assistant Principal, Highlands Jr. (1966-67 Resource Teacher, Battle Hill)

Miss Phyllis Zuber, Home Economics, Highlands Jr.

Racial Balance Plan Evaluation
-3 Teacher Opinion

TABLE I

Primary Level

Total teachers responsing - 62

a) Number of teachers checking "all positive" aspects	18	29.0%
b) Number of teachers checking both "positive and negative"aspects	35	56.5%
c) Number of teachers checking "all negative" aspects	6	9.7%
d) Number of teachers not responding to either positive or negative aspects	3	4.8%
Total	62	100.%

Table I - Primary Level (K-3rd Grade)

62 teachers, 61.3%, responded to the questionnaire out of a posssible 101

18 teachers, or 29.0%, checked "all positive" aspects
35 teachers, or 56.5%, checked both "positive and negative" aspects
6 teachers, or 9.7%, checked "all negative" aspects
Only 3 teachers, or 4.8%, did not indicate either positive or negative aspects to integration.

The primary teachers were asked to comment as to the positive and negative aspects of integration. A consensus of comments as to the positive aspects is:

1. Center city youngsters have achieved more and have improved in ability to learn.
2. Children learn to get along with each other and have a healthy attitude toward each other as individuals.
3. Children seemed to have developed an awareness, understanding and respect for differences.

A consensus of the comments as to the negative aspects of integration is:

1. The center city youngster often becomes frustrated by pressures to do well and he cannot work up to his full capacity because he cannot keep up with the other children, which often creates tension in the classroom.
2. Center city youngsters may create stereotypes due to slowness in school work and different behavior patterns.
3. Because of the distance to school it is difficult to meet and get to know parents of center city youngsters.

Racial Balance Plan Evaluation
-4 Teacher Opinions

TABLE II

Intermediate Level

Total teachers responding - 61

a) Number of teachers checking "all positive" aspects	21	34.4%
b) Number of teachers checking both "positive and negative aspects	23	37.7%
c) Number of teachers checking "all negative" aspects	8	13.1%
d) Number of teachers not responding to either positive or negative aspects	9	14.8%
	61	100%

Table II - Intermediate Level (4th-6th Grade)

61 teachers, 79%, responded to the questionnaire out of a possible 77

21 teachers, or 34.4%, checked, "all positive" aspects
23 teachers, or 37.7%, checked both "positive and negative" aspects
8 teachers, or 13.1%, checked "all negative" aspects
9 teachers, or 14.8%, did not indicate either positive or negative aspects to integration.

The intermediate teachers were asked to comment as to the positive and negative aspects of integration. A consensus of comments as to the positive aspects is:

1. Center city youngsters are inspired and develop higher standards for themselves.
2. Center city youngsters and the neighborhood youngsters are developing an understanding that relates to all segments of our society.
3. The social interaction is positive.

A consensus of the comments as to the negative aspects of integration is:

1. The achievement rate of the superior student is slowed down because the teacher has to devote a larger proportion of time to the center city youngster.
2. Children who cannot compete successfully often become behavior problems which results in much time being devoted to discipline.
3. Busing the center city youngsters seems to label them since the neighborhood children walk to school.

TABLE III

Junior High Level

Total Teachers Responding - 50

a) Number of teachers checking "all positive" aspects	10	20.0%
b) Number of teachers checking both "positive and negative" aspects	22	44.0%
c) Number of teachers checking "all negative" aspects	9	18.0%
d) Number of teachers not responding to either positive or negative aspects	9	18.0%
Total	50	100%

Table III Junior High Level (7th-9th Grade)

50 teachers, 45%, responded to the questionnaire out of a possible 111.
10 teachers, or 20%, checked "all positive" aspects
22 teachers, or 44%, checked both "positive and negative" aspects
9 teachers, or 18%, checked all negative aspects and
9 teachers, or 18%, did not indicate either positive or negative aspects to integration.

The junior high teachers were asked to comment as to the positive and negative aspects of integration. A consensus of comments as to the positive aspects is:

1. Center city youngsters are given more effective ways of functioning academically.
2. Many friendly relationships have developed as a result of integration.
3. In the long run all negative aspects of integration will disappear.

A consensus of comments as to the negative aspects of integration is:

1. Center city youngsters compare themselves and their goals with those of the other children and feel apathy, frustration, anger, and defeat which leads to withdrawn or aggressive behavior resulting in much time being devoted to discipline.
2. Closed social groups lead to little mixing.

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TABLE IV

Senior High Level

Total Teachers Responding - 28

a) Number of teachers checking "all positive" aspects	14	50.0%
b) Number of teachers checking both "positive and negative" aspects	11	39.3%
c) Number of teachers checking "all negative" aspects	2	7.1%
d) Number of teachers not responding to either positive or negative aspects	1	3.6%
Total	28	100.%

Table IV - Senior High (10th-12th Grade)

28 teachers, 22%, responding out of a possible 127.
14 teachers, or 50%, checked "all positive" aspects
11 teachers, or 39.3%, checked both "positive and negative" aspects
2 teachers, or 7.1%, checked "all negative" aspects
1 teacher, or 3.6%, did not indicate either positive or negative aspects to integration

The senior high teachers were asked to comment as to the positive and negative aspects of integration. A consensus of comments as to the positive aspects is:

1. Center city youngsters are exposed to a more competitive and challenging situation.
2. A respect for others is gained regardless of race. The neighborhood youngster is given a realistic view of America's multi-racial society.
3. Integration has developed a feeling of cooperation. The self-esteem of the center city youngster is higher in an integrated school.

A consensus of the comments as to the negative aspects is:

1. Pupils have used their "differences" to relas their efforts and self-discipline.
2. It will take time for relationships to stabilize and for the effects of integration to be measured.

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-6 Teacher Opinions

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A consensus of the comments as to the negative aspects is:

1. Pupils have used their "differences" to relax their efforts and self-discipline.
2. It will take time for relationships to stabilize and for the effects of integration to be measured.

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TABLE V

Systemwide

Total Responses - 201

a) Number of teachers checking "all positive" aspects	63	31.4%
b) Number of teachers checking "both positive and negative aspects	91	45.2%
c) Number of teachers checking "all negative" aspects	25	12.4%
d) Number of teachers not responding to either positive or negative aspects	22	11.0%
Total	201	100.%

Table V - Systemwide (summary) all levels

201 teachers in the system, 48% responded to the questionnaire out of a possible 416

63 teachers, or 31.4%. checked "all positive" aspects
91 teachers, or 45.2% checked "both negative and positive" aspects
25 teachers, or 12.4% checked "all negative" aspects
22 teachers, or 11%, did not indicate either positive or negative aspects to integration.

Based on the responses received, a comparison of teaching levels as to the negative and positive aspects of integration indicates:

1. The Senior High Level

   a) Has the largest percentage (50%) of respondents checking "all positive" aspects.
   b) Has the third largest percentage (39.3%) of respondents checking both negative and positive aspects.
   c) Has the smallest percentage (3.6%) of respondents checking "all negative" aspects.

2. The Junior High Level

   a) Has the smallest percentage (20%) of respondents checking "all positive" aspects.
   b) Has the second largest percentage (44%) of respondents checking both "positive and negative" aspects.
   c) Has the largest percentage (18%) of respondents checking "all negative" aspects.

3. The Intermediate Level

   a) Has the second largest percentage (34.4%) of respondents checking "all positive" aspects.
   b) Has the smallest percentage (37.7%) of respondents checking both "positive and negative" aspects.
   c) Has the second largest percentage (13.1%) of respondents checking "all negative" aspects.

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4. The Primary Level

a) Has the third largest percentage (29%) of respondents checking "all positive" aspects
b) Has the largest percentage (56.5%) of respondents checking both "positive and negative" aspects.
c) Has the second smallest percentage (9.7%) of respondents checking "all negative" aspects.

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TABLE VI

Total Responses at the Elementary Level - 116

	Schools Integrated Before 1964 Total Responses - 59		Schools Integrated After 1964 Total Responses - 57	
a) Number of teachers checking "all positive" aspects	20	33.9%	12	21.0%
b) Number of teachers checking "both positive and negative" aspects	25	42.3%	35	61.4%
c) Number of teachers checking "all negative" aspects	7	11.9%	7	12.3%
d) Number of teachers not responding to either positive or negative aspects	7	11.9%	3	5.3%
Totals	59	100%	57	100%

Table VI

Before the adoption of the racial balance plan in 1964 all of our secondary schools and some of our elementary schools had integrated student bodies. After the adoption of the racial balance plan the remaining elementary schools were integrated. In this table we have divided the teacher responses into two categories (at the elementary level) - a) responses from teachers in schools which had been integrated prior to 1964 and b) responses from teachers in schools which had been integrated after 1964 as a result of the racial balance plan. 116 teachers responded from both groups --59 in the before 1964 group, and 57 in the after 1964 group.

33.9% in the before 1964 group and 21% in the after 1964 groups checked "all positive" aspects.

42.3% in the before 1964 group and 61.4% in the after 1964 group checked both "positive and negative" aspects. A larger percentage of the respondents in the before 1964 group indicated "all positive" aspects than in the after 1964 group; whereas a larger percentage of the respondents in the after 1964 group indicated "both positive and negative" aspects than in the before 1964 group.

11.9% in the before 1964 group and 12.3% in the after 1964 group checked "all negative" aspects. A smaller percentage of respondents in the before 1964 group indicated "all negative" aspects than in the after 1964 group.

11.9% in the before 1964 group and 5.3% in the after 1964 group did not respond to either positive or negative aspects. A larger percentage of respondents in the before 1964 group did not check either positive or negative compared to the after 1964 group.